

KIPP:

CONCEPTUAL UNDERSTANDING

CU Planning for Ratio Rubric. The purpose of this rubric is to help leaders and teachers evaluate and understand what it looks like to plan and execute lessons that use ratio techniques to put the heavy lifting on students. Use the resource during classroom observations or when reviewing a video of instruction.

	4 - Exemplary	3 - Proficient	2 - Emerging	1 – Needs Improvement
Logical Sequence of Information	The sequence of information the teacher asks students to investigate is logical, draws on prior knowledge, and consistently asks students to make high level connections.	The sequence of information the teacher asks students to investigate is logical, draws on prior knowledge, and asks students to make high level connections most of the time.	The sequence of information the teacher asks students to investigate may contain some gaps, does not access prior knowledge, or does not ask students to make high level connections.	The sequence of information the teacher asks students to investigate contains gaps, does not access prior knowledge, and does not ask students to make high level connections.
Problem Context	The opening question focuses on gauging students' understanding of the problem's context. All other questions and answers are couched in the context of the problem.	The opening question focuses on gauging students' understanding of the problem's context. Most of the other questions and answers are couched in the context of the problem.	The opening question does not focus on gauging students' understanding of the problem's context, or other questions and answers are not couched in the context of the problem.	The opening question does not focus on gauging students' understanding of the problem's context, and other questions and answers are not couched in the context of the problem.
Ratio Techniques	Each question in the lesson is scripted with an appropriate ratio technique, and all techniques are labeled.	Each question in the lesson is scripted with a ratio technique, most techniques are appropriate, and some techniques are labeled.	Most questions in the lesson are scripted with a ratio technique, some techniques are appropriate, and some techniques are labeled.	Some questions in the lesson are scripted using ratio techniques, but techniques are not labeled.
Ratio (In Classroom Instruction)	The students are doing more than 75% of the thinking, speaking, and writing. The explicit and implicit ratio techniques from the lesson plan are visible. The teacher and students embrace the productive struggle.	The students are doing more than 50% of the thinking, speaking, and writing. The explicit and implicit ratio techniques from the lesson plan are visible. The teacher and students embrace the productive struggle.	The students are doing 30–50% of the thinking, speaking, and writing. Some of the explicit and implicit ratio techniques from the lesson plan are visible. The teacher and students sometimes embrace the productive struggle.	The students are doing less than 30% of the thinking, speaking, and writing. Few of the explicit and implicit ratio techniques from the lesson plan are visible. The teacher and students do not embrace the productive struggle.